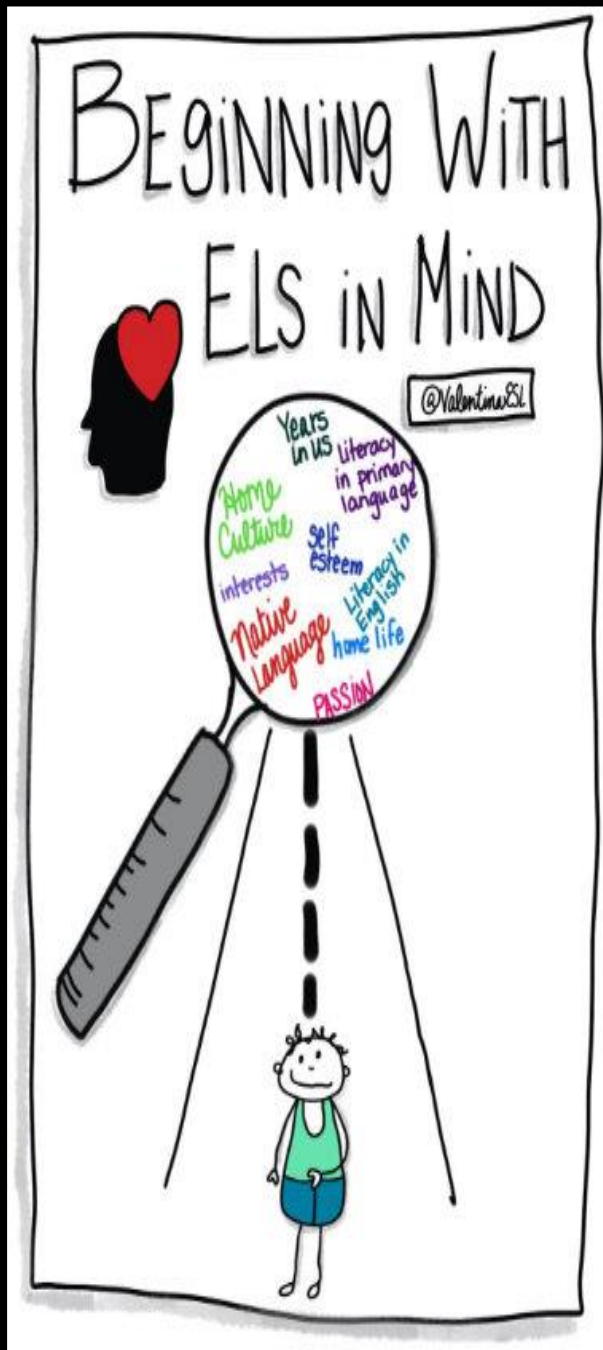




OUR



ENGLISH
LEARNERS

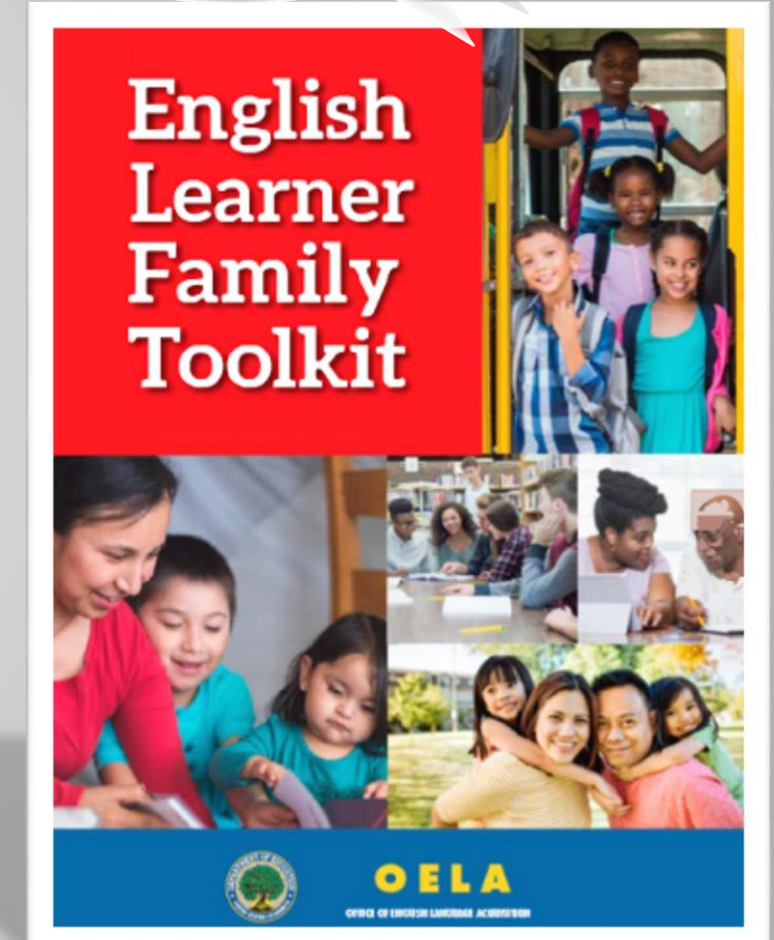
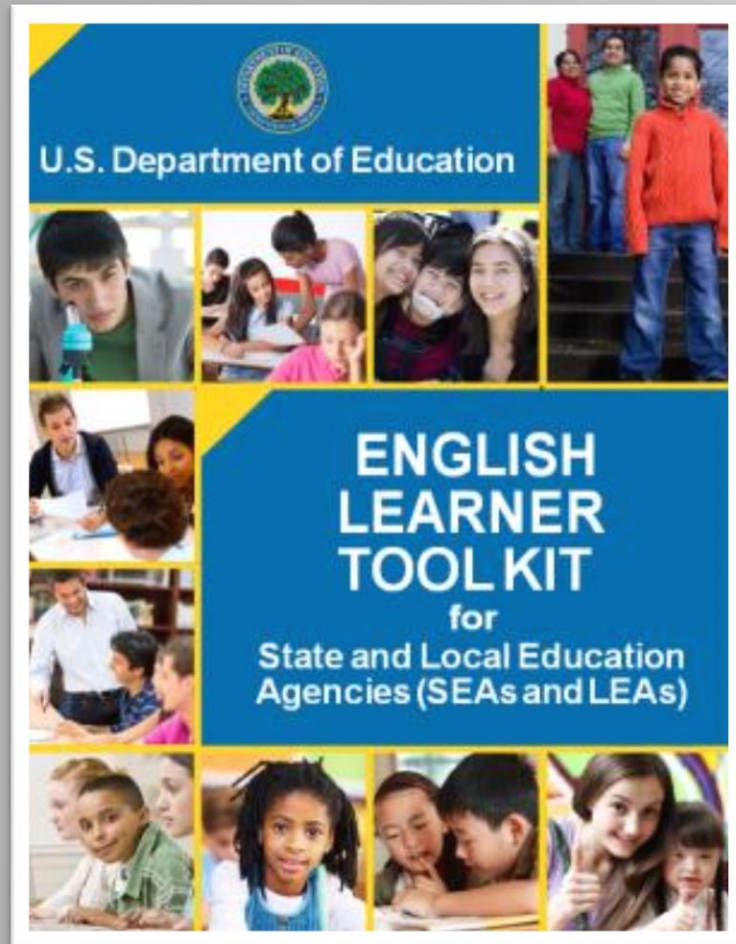




OVERVIEW

- Publications from the U.S. Department of Education
- Language Instruction Educational Programs (LIEPs)
- Models of Instructional Services
- EL Plan
- EL Program Evaluation
- TransACT Resources

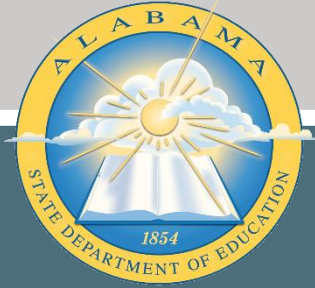
PUBLICATIONS FROM THE U.S. DEPT. OF EDUCATION



Successful EL programs enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable period of time.

EL Tool Kit Chapter 2





The SDE does not prescribe the type of Language Instruction Educational Program (LIEP) model for LEAs to implement. Decisions concerning the instructional program model must be made by each LEA.

Language Instruction Educational Programs (LIEPs)

ESL

English as a
Second Language

Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains.

ELD

English Language
Development

Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains.

SEI

Structured English
Immersion

Program designed to impart English language skills so that the ELs can transition and succeed in an English-only mainstream classroom once proficient.

Note: must notify Michele Lee if this is your program for English Learners



Models of Instructional Services



ESL Pull-out	ESL Push-in	Sheltered Instruction (SI)	NEWCOMERS PROGRAM
<p>Is generally used in elementary school settings. Students spend part of the school day in a mainstream classroom, but are pulled out for a portion of each day to receive instruction in English as a second language. Although schools with a large number of ESL students may have a full-time ESL teacher, some systems employ an ESL teacher who travels to several schools to work with small groups of students scattered throughout the district.</p>	<p>The ESL teacher goes into the regular classroom to work with ELs. Communication and collaboration between ESL teachers and content-area teachers are essential for this model to be successful.</p>	<p>Specifically Designed Academic Instruction in English</p> <p>Sheltered Instruction Observation Protocol</p> <p><i>*An approach to teaching ELs integrating language and content</i></p>	<p>ELs who are recent immigrants and typically have low literacy and are new to formal education settings receive specialized schooling designed to acclimate them to the America school setting and prepare them to participate in mainstream classes.</p>

SDAIE

Specifically Designed
Academic Instruction in
English

Specifically designed
approach to teaching
language through
content



SIOP

Sheltered Instruction
Observation Protocol

An approach to
teaching ELs
integrating language
and content

Component 4

Strategies

Scaffold

Opportunities
for use

Many
question
types

Explicitly
teach
strategies

CREATED USING
BwToon

EL PLAN

- Use Template in eGap
- Upload in eGap
- Upload in Document Library if eGap does not allow space for entire EL Plan

Assurances

The LEA will:

- ☐ Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan
- ☐ Assure that all teachers in any language instruction program for English Learners (ELs) that is funded with federal or state funds are trained in English, including having written and oral communication skills in English
- ☐ Assure that all schools in the LEA are implementing the language
- ☐ Assure that all individuals used in the plan are trained in the language they are translating.
- ☐ Assure ELs **have equal access** to all programs and services and are selected on the same basis as other students

(The following assurances apply only to LEAs)

- ☐ Assure that the LEA has a process for providing mental health services.
- ☐ Assure that the LEA has an **Equitable School System** if applicable.
- ☐ Assure **timely and meaningful consultation with private school officials** regarding services available to ELs in private schools that are located within the geographic boundaries of the LEA, if applicable

Don't Forget Cover Sheet with Committee Signatures and Titles

EL EVALUATION

(two options)

- Template in eGap
- EL Needs Assessment

LEA: _____

PROGRAM: _____ FY: _____

Program Evaluation Planning and Reporting Template

Planning			End-of-the-Year Results
Fund Source(s)	Key Strategies/ Actions (from eGAP)	Performance Measurements (from eGAP) (Short-term, intermediate, long-term impacts – as appropriate)	Impacts; Data Supporting Impacts

EL Needs Assessment

Region:	District:
EL Director:	Language Instruction Educational Program: (check one) <input type="checkbox"/> ESL (English as a Second Language) <input type="checkbox"/> ELD (English Language Development) <input type="checkbox"/> SEI (Structured English Immersion)
Number of ELs:	State ESL Coach:
Section I: 1. Review school plans/data to identify the greatest areas of need in your system. 2. Summarize data.	
ACCESS for ELLs 2.0: Strength(s)	Needs:

Monitoring Document

Office of Civil Rights 1992, Section 1112(e)(3)(c)

Assessment and Accountability

74. Is there evidence that the LEA conducts an annual evaluation of the effectiveness of its English language instruction educational program and that program modifications are made as needed on the evaluation?

Section 3121, Castanada v. Pickard

- Review evaluation.

Title III, Immigrant. If the LEA receives Title III or Immigrant funding complete this section; if not, skip and proceed to the next section.

75. Does the LEA offer to consult with private schools about services for their EL students?

8501; Section 1117(a)(i)(A)

- Review of document.

ESSA Stakeholder Notification Checklist & Timeline

Name: Staff or Department	Doc ID#	Document Title	Statutory Reference	Stakeholder(s) to Notify	Timeline	Required vs. Allowable	Send at Start of school	Cover Letter Recommended	Date Notice Sent
Parent and Family Engagement									
	PFE-01	District Parent and Family Engagement Policy Meeting: Invitation to Participate	Sections 1116(a)(1) & 1116(a)(2)(A) & 1116(a)(2)(D)	All parents in the district	In a timely manner, usually at least 14 days prior to the meeting.	Required*		✓	
	PFE-02	School Parent and Family Engagement Policy Meeting: Invitation to Participate	Sections 1116(b)(1) & 1116(c)(1) & 1116(c)(3)	Parents and family members of Title I participating students	In a timely manner, usually at least 14 days prior to the meeting.	Required*		✓	
	PFE-03	District Parent Advisory Board Meeting: Invitation to Participate	Section 1116(a)(2)(F)	Parent Advisory Board (PAB) Members	In a timely manner, usually at least 14 days prior to the meeting.	Allowable – formation of a PAB is not required		✓	
	PFE-04	District Parent Advisory Board Invitation	Section 1116(a)(2)(F)	Parents that the district wishes to be members of the PAB	In a timely manner, usually at least 14 days prior to the meeting.	Allowable – formation of a PAB is not required			
	PFE-05a	Parent Participation Form	N/A	Attach to meeting notice	Attach to meeting notice	N/A – attached to meeting invitations			
	PFE-05b	Parent Participation Form	N/A	Attach to meeting notice – food option	Attach to meeting notice	N/A – attached to meeting invitations			

Parent Notification

According to ESEA sec. 1112(3)(A) Title III requirements, districts must, not later than 30 days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an English language instruction educational program of:

1. The reasons for the identification.
2. The child's level of English proficiency.
 - a. How such level was assessed.
 - b. The status of the child's academic achievement.
3. The method of instruction used in the program.
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
8. Information pertaining to parental rights that includes written guidance detailing:
 - The right of the parents to have their child immediately removed from supplemental Title III programs upon request.
 - The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available.
 - The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

(Refer to TransAct for Request for Change in Supplemental English Learner Program waiver forms.)

ALSDE EL Guidebook Parent Notification



Resources



-
- [ALSDE Student Assessment](#)
 - [ALSDE EL Guidebook](#)
 - [Dear Colleague Letter](#)
 - [eGAP](#)
 - [EL Tool Kit](#)
 - [ESEA as Amended by ESSA](#)
 - [TransACT](#)
 - [WIDA](#)



Contact Us



ALSDE STATE EL/TITLE III ADMINISTRATOR

CYNDI TOWNLEY

EMAIL: CTOWNLEY@ALSDE.EDU

PHONE: 334-242-8199

ALSDE EL/TITLE III SPECIALIST

MICHELE LEE

EMAIL: MLEE@ALSDE.EDU

PHONE: 334-242-8199

ALSDE EDUCATION SPECIALIST/FEDERAL PROGRAMS

KATRINA TODD

EMAIL: KTODD@ALSDE.EDU

PHONE: 334-353-4544

ALSDE State ESL Coaches

Mayté Cotton mcotton@alsde.edu

Susan Penton spenton@alsde.edu

Robin Stutts rstutts@alsde.edu

KristaWhatley kwhatley@alsde.edu